



**HADLOW
COLLEGE**

Innovation. Experience. Excellence.

MINUTES OF THE MEETING OF THE CURRICULUM & QUALITY COMMITTEE HELD 08 JUNE 2017

Present: Ms T Bruton (Chair)
Mr P Hannan
Professor S Lea
Mr P Morris
Ms S Lowen
Mr G Coshall
Ms R Mather

In attendance: Mr J Allen
Mr M Lumsdon-Taylor
Dr L Pamphilon
Mr D Payne

The meeting started at. 09.30

WELCOME, APOLOGIES & DECLARATION OF INTERESTS

119. Apologies were received from Mr H Guntrip and Ms B Cleeves. In the absence of the Chair it was agreed for Ms T Bruton to chair the meeting. The Chair welcomed everyone to the meeting. There were no apologies.

120. The Clerk advised that the membership of the West Kent & Ashford Board Corporation and the Hadlow Group Board was a standing declared interest at each meeting for Ms T Bruton and Mr P Hannan. Mr P Morris and Mr P Hannan were also members of the Board of the Hadlow Rural Community School. The Clerk confirmed that all Members attending this meeting would be working and making decisions that are in the best interests of Hadlow College regardless of their membership elsewhere within the Hadlow Group.

MINUTES

121. It was **RESOLVED** to approve the minutes of the meeting of the Curriculum & Quality meeting held 09 February 2017 as an accurate record and to authorise the Chair to sign the minutes.

MATTERS ARISING

122. There were no matters arising from the minutes.

LECTURER OF THE YEAR AWARD

(Erin Anderson from the Group HR Department was in attendance for this agenda item).

123. Previously a panel has been used for agreeing lecturer of the year awards. However, the proposal is to use this Committee with the assistance of the Vice Principals in attendance to consider the nominations received and to agree on the lecturer of the year awards for Ashford College, West Kent College, and Hadlow College.

124. Following review, it was **RESOLVED**:

- (i) Gareth Batts to be awarded lecturer of the year at Hadlow College; and
- (ii) Further discussions to be held with the Vice Principal West Kent & Ashford College to agree on the award for West Kent & Ashford College campuses.

125. For a letter of commendation from the Principal and Chair of the Committee to be sent to Sally Norris in recognition of the 24 nominations received for Sally. As Sally's post is a non-lecturing post, she cannot be considered to be lecturer of the year.

126. For the award of teacher of the year at the Hadlow Rural Community School, it was agreed for the Headteacher and the Chair of the School's governing body to agree on the award.

(Erin Anderson left the meeting).

STUDENT ATTENDANCE

127 The 'Students Attendance Report' for the second term was received.

128. FE attendance at the end of week 42 was 90.72%, a decline of 1.51% for the same period last year.

129. HE attendance at the end of week 42 was 85.47% a decline of 0.55% for the same period last year.

130. The report provided a full analysis of attendance at each College site along with each curriculum area. The report also provided an analysis of attendance for Functional Skills and GCSEs.

131. The Quality Improvement Action Plan, a later agenda item, outlined the actions being taken to address attendance issues.

132. It was **RESOLVED** to note the attendance report.

LESSON OBSERVATION REPORT

133. The College report '*Lesson Observations*' was received. The new approach to lesson observations is to focus on judgements and identified areas for development rather than lesson observation grades. Judgements are now made using the following categories - 'Expert'; 'Innovative'; 'Developing'; and 'Supportive'. One of the primary reasons for the change was to take away the 'fear' factor that sometimes is associated with being observed. An 'inadequate' assessment can be damaging and demoralising, especially for a newly appointed member of teaching staff who is still subject to training and development. 'Developing' and 'Supportive' is a more realistic assessment of what is required in terms of developing and supporting the teacher.

134. From September 2012 teaching, learning and assessment has become, in effect, a limiting grade under the Common Inspection Framework and this has continued under the new 2015 Common Inspection Framework. Therefore teaching, learning and assessment continues to be a key priority for the Lesson Observation team through formal '45 minute' observations and Faculty Learning Walks which are unannounced. In addition, Leaders and Managers carry out regular learning walks of their staff to provide development and support. This also allows Managers to identify staff who are not performing to the highest standards and put in place appropriate action.

135. The judgement criteria used by the Lesson Observation team focuses on a combination of teacher and learner activities and the impact teaching has on learning and on an individual learner's success. The overall judgement is an assessment of the learning and progress that has taken place.

136. When new staff join the College they are in probation for six months. Within the first term new, unqualified staff will receive a supportive observation with an indicative judgement. New staff who are qualified receive a formal observation within their first term of employment.

137. The overall lesson observation profile of lessons being judged as 'Expert' or 'Innovative' was 90% against the target of 90% (112 lesson observations in total).

138. Course planning, stretch and challenge and Differentiation are areas of concern in terms of developmental needs. Teachers have to adopt a different approach to lesson planning to address these issues. Advanced Practitioners will be focusing with individuals and with groups to develop the planning through to the delivery of sessions which are differentiated and stretch individuals learning. The actions being taken to ensure that this is being addressed are outlined in more detail in the Quality Improvement Action Plan, a later agenda item.

139. It was **RESOLVED** to note the report.

STUDENT DESTINATION REPORT 2015-16

140. It was confirmed this is the second year of producing this report so it is now possible to analyse trends for a two-year period.

141. In terms of key headlines, it was noted and welcomed that the number of positive outcomes had increased this year from 81% to 87%.

142. The pattern of destinations across the two year period has remained reasonably similar with over a third of students remaining in FE and one fifth gaining full time employment.

143. There has been a 2% increase in the number of leavers who are not in education, employment or training, but this is still only 4% of the cohort.

144. The % of unknown destinations fell from 16% in 2014-15 to 9% in 2015-16. The most effective follow-up remains personal contact with either the student or their parent/guardian.

145. It was **RESOLVED** to note the reporter.

FUNCTIONAL SKILLS/GCSE REPORT

146. The College report '*Functional Skills/GCSE Update*' was received. The report provided the Committee with a progress update on delivery models; lesson observation grade profiles; and attendance.

147. In addition to the attendance data and lesson observation data already reviewed and discussed through earlier agenda items, the report reported on GCSE and Functional Skills predicted success and achievement for 2016-17.

148. The English Functional Skills predicted achievement rate is 62%.

149. The Maths Functional Skills predicted achievement rate is 58%.

150. The GCSE English high-grade predicted achievement rate is 44% and for GCSE Maths it is 29%.

151. The Quality Improvement Action Plan, a later agenda item, outlines the actions being taken to address areas for improvement in GCSE/Functional Skills.

152. It was **RESOLVED** to note the report.

APPRENTICESHIP TERMLY REPORT

153. The termly report on Apprenticeship provision was received. Due to this provision being identified as high risk it was agreed for the Committee to receive a termly progress report. It was confirmed the report is written as a Group Report and the report was subject to review from the Curriculum & Quality Committee at West Kent & Ashford College.

154. Success currently sits at 44.9% of the leavers having achieved their framework. The current best case forecast is 64% for learners to achieve their qualification in the current academic year. Timely Success currently sits at 19.4% of the leavers having achieved their framework within their agreed timeframe. The current best case forecast is 58% for learners to achieve their qualification in the current academic year. The legacy issues arising from 'K' College students who have yet to achieve their framework have impacted negatively on Timely Success data.

155. In discussion, it was **AGREED** that in future Apprenticeship Reports there should be reporting on how the College is being compliant against the various Apprenticeship Frameworks, including English and maths. Any non-compliance would result in an inadequate assessment from Ofsted. It was further **AGREED** that such reporting should be extended in scope to include work experience/off-the-job training in Study Programmes.

QUALITY IMPROVEMENT ACTION PLAN – FURTHER EDUCATION

156. The '*Quality Improvement Action Plan*' for further education was received. The Quality Improvement Action Plan (QIAP) was put into place to address the areas for improvement identified in the College's self-assessment report 2015/16. Each area is broken down into targets and assigned to managers for implementation and monitoring. The QIAP focuses on high priority levels that need to be addressed in order to secure improvements in performance aligned to the Mission and Strategic Objectives of the College.

157. It was confirmed the QIAP is monitored through termly Senior Management Team and Executive meetings. The QIAP is reported to the Curriculum and Quality subcommittee and to the full Governing Body on a termly basis.

158. The Committee received assurances that there is in place a robust monitoring framework to oversee continuous quality improvement. The College has a culture of continuous quality improvement, which cascades through the organisation and ensures that all Curriculum areas and Support areas have improvement plans. These are monitored through the Curriculum and Support area team meetings and are scrutinised at Curriculum and Support Area Health Checks, which are carried out by the Quality Improvement Team.

159. The main areas for improvement identified in the QIAP include:

- Improve success rates in the minority of areas that are not meeting internal targets or National Rates
- Improve English and mathematics Functional Skills success rates to a minimum of 65% with specific focus on the success rates at Level 2 and improve GCSE success rates at Grade C or above to a minimum of 40%
- Improve elements of teaching, learning and assessment to be consistently good or outstanding in all Faculty areas
- Review and development of Leadership and management at Faculty and Course Management level
- To further develop and standardise e-learning
- To develop a culture of high quality performance through the use of coaching and mentoring across the College which supports creativity
- To continue to improve the quality of the apprenticeship experience
- Improve progression of students into positive destinations and employability of learners – including employability skills, careers and preparation for work and links with employers
- Embed British values, Prevent and safeguarding to ensure students and staff are confident of their role in keeping students safe and raise the profile of the relocated Careers Hub
- Development of review and procedures for ECHP

160. The Committee reviewed in detail the actions be taken, or those planned to be taken, to address each of the main areas for improvement identified in the QIAP.

161. The Committee welcomed confirmation of there being no 'Red' RAG assessment against any of the actions/targets required. Although there remain several 'Amber' RAG assessments, it was noted that this was more of a timing and no issues of concern were reported to the Committee on any of the 'Amber' assessments.

162. It was confirmed any outstanding action points in the 2016-17 Quality Improvement Action Plan would be carried forward into the 2017-18 Quality Improvement Action Plan that will be an agenda item at the November meeting of the Committee.

163. It was **RESOLVED** to note the QIAP for further education.

QUALITY IMPROVEMENT ACTION PLAN – HIGHER EDUCATION

164. The '*Quality Improvement Action Plan*' for higher education was received. The Quality Improvement Action Plan (QIAP) was put into place to address the areas for

development identified in the self-assessment report. Each area is broken down into targets and assigned to managers for implementation and monitoring. The formal monitoring of progress will take place through the HE managers meeting, senior management team meetings and by this Committee.

165. The areas for improvement identified in the action plan covered the following key areas:

- Assuring and enhancement academic quality
- Information about higher education
- Enhancement

166. One 'Red' RAG assessment was noted – trial the effectiveness of text based communication to students on HE information such as room changes to lessons. It was confirmed Equine has been identified to initiate the trial but there remains the bigger picture on how best to use social media to communicate effectively with HE students.

167. Although there remain several 'Amber' RAG assessments, it was noted that this was more of a timing and no issues of concern were reported to the Committee on any of the 'Amber' assessments.

168. It was **RESOLVED** to note the QIAP for higher education.

EXCEPTIONAL SAFEGUARDING REPORT

169. The fixed agenda item '*Exceptional Safeguarding Report*' was received.

170. The report confirmed staff training arrangements with confirmation received of there being no gaps in safeguarding training at the College.

171. The report listed the number of referrals made to agencies with confirmation received as to there being no significant increases on which to report.

172. The Committee agreed there were no issues of concern to report to the Corporation.

173. It was **RESOLVED** to note the '*Exceptional Safeguarding Report*'

MONITORING OF COLLEGE PERFORMANCE & ASSESSMENT OF RISK

174. The College report '*Monitoring of College Performance & Assessment of Risk*' was received. The Board has agreed a framework for the monitoring of College performance and assessment of risk. The Committee is responsible for making assessments in the area of student experience, teaching & learning. Assessments are to be carried out at each with an overall assessment being made available to the Board.

175. Once the assessments have been agreed, the Committee, in conjunction with College management, will then agree on the overall assessment (Red for concern/risk, Amber for some concern/some risk or Green for no risk/no concern) to be made for the area of student experience, teaching & learning.

176. One 'Red' assessment (high concern/high risk) was confirmed for student learner progression to HE. Of the remaining 31 KPIs, 5 were assessed as 'Amber' (some concern/some risk) and 26 were assessed as 'Green' (no concern/no risk).

177. Following the review of 'Red', 'Amber' and 'Green' assessments, it was **RESOLVED** to inform the Board of the following overall assessment as 'Amber':

Student experience, teaching & learning	No Concern/No Risk
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DATE OF NEXT MEETING

178. Thursday 09 November 2017 @09.30

The meeting closed at 11.50

Signed: _____ Date: _____

MINUTE	ACTION	REVIEW DATE
155	In future Apprenticeship Reports there should be reporting on how the College is being compliant against the various Apprenticeship Frameworks, including English and maths. Reporting should be extended in scope to include work experience in Study Programmes.	9/11/17